DOCUMENT RESUME

ED 104 790 95 SO 008 288

AUTHOR Dunne, Wallace J.
TITLE Values of the Family. Grade Seven, Unit One, 7.1. Comprehensive Social Studies Curriculum for the Inner City.
INSTITUTION Youngstown Board of Education, Ohio.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
PUB DATE Jun 71
NOTE 53p.; For related documents see ED 070 693 and SO 008 272 through SO 008 300; Best copy available, not available in hard copy due to marginal legibility

EDRS PRICE MF-$0.76 HC Not Available from EDRS..PLUS POSTAGE
DESCRIPTORS *Family (Sociological Unit); *Family Attitudes; Family Role; Family Structure; Grade 7; Instructional Materials; Junior High Schools; Learning Activities; Secondary Education; *Social Studies Units; Urban Education; *Values
IDENTIFIERS Communes; Elementary Secondary Education Act Title III; FICSS; Focus on Inner City Social Studies; Kibbutz

ABSTRACT

This seventh grade unit is one of a sequential learning series of the Focus on Inner City Social Studies (FICSS) project developed in accordance with the needs and problems of an urban society. A description of the project is provided in SO 008 271. The purpose of the seventh grade curriculum is to promote the awareness and clarification of values. This unit focuses on the values of the family. It is believed that the student will best be able to examine values of an institution of which he has first hand knowledge and then be able to apply the insights to less immediate institutions. Specific student inquiry areas include family structures and climate; family social class and values; and the structure, role, and values of the commune and kibbutz. The content of the unit includes teaching strategies, source materials, learning objectives, specific learning activities, and teacher and student resources. (Author/DE)

SO 008 288

ED104790

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

VALUES OF THE FAMILY

GRADE SEVEN, UNIT ONE
7.1

according to the
"Comprehensive Social Studies Curriculum for the Inner City"
as developed by

PROJECT FICSS
(Focus on Inner City Social Studies)
Melvin Arnoff, Project Director
Associate Professor, Kent State University

Unit Author
Wallace J. Dunne

Unit Editor
Rosanne Marek

Participating School Districts	and Superintendents
Akron	Mr. Conrad C. Ott
Canton	Dr. Henry Kurdziel
Mansfield	Mr. Robert E. Glass
Youngstown	Dr. Richard Viering
Youngstown Diocese	Msgr. Wm. A. Hughes

The work presented or reported herein was performed pursuant to a grant from the U.S. Office of Education, Department of Health, Education and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education and no official endorsement by the U.S. Office of Education should be inferred.

Project No. 6090

Spring 1971

BEST COPY AVAILABLE

00002

00003

PROJECT FICSS

FOCUS ON INNER CITY SOCIAL STUDIES

Project FICSS is a federally funded investigation sponsored by the U.S. Office of Education under Title III of the Elementary and Secondary Education Act. It began on June 12, 1968, and is to conclude in June, 1971.

Purposes

According to the project proposal, the purposes of this investigation are:

1. to construct a K-12 inner city social studies curriculum.
2. to develop new materials and/or adapt available materials designed to implement the new curriculum, to field test these matererials, and revise them as necessary.
3. to promote in selected central city school systems change in social studies curriculum and instruction which is in accord with the needs and problems of an urban society.

Organization

The grant was awarded to the Youngstown Public Schools in conjunction with four other northeastern Ohio school districts, Akron, Canton, Mansfield and the Youngstown Diocese. Under the directorship of Dr. Melvin Arnoff of Kent State University, the original designer of the project, the five district social studies coordinators worked in concert to select a five-man team from each school district. These teams met together full time in the summers and part-time during the academic year. As a group they received the necessary input and participated in studies which helped prepare them for the challenging task of developing a social studies curriculum design for the inner city. In order to do this they needed to become knowledgeable in curriculum theory and theproblems of the inner city.

Temporary Products

At the end of the first summer study, some materials were developed for use by the schools during the ensuing year. These, however, are no longer in print since they were intended as temporary materials. They were designed to meet specific immediate needs in the direction of providing some modest corrections within the prevailing social studies curriculum of the participating schools to better balance the treatment of minority groups.

Developing the Curriculum Design

Following a series of conferences held during 1968-69 the unit writers from the five school systems had arrived at a tentative K - 12 curriculum design. This design was reviewed by lay and professional persons as well as a 60-man Board of Reactors. It was subsequently revised and expanded to include more detailed outlines of the specific units of each grade level. The curriculum design was finalized on April 14, 1970. Even this design, however, has not been sacrosanct. As the writing of individual units progressed, it became clear that some units were part and parcel of others, some lacked sufficient content to stand on their own, and others could be better written by revising the intended content. The final design, therefore, is the product of investigation, speculation, review, and revision in accord with practical pedagogy.

Unit Development

As was indicated above, the first products of this project were temporary units intended as first-aid to the obviously unbalanced curricula of the participating schools.

After the major portion of the curriculum design was completed during the summer of 1969, six units were developed to be classroom tested during the 1969-70 academic year. Sufficient data were collected on these units as they affected classroom achievement and attitudinal changes to permit judicious revision of the materials toward making them more effective in realizing the aims of the curriculum.

The major portion of unit writing was completed during the summer of 1970. During this time, all of the previously prepared units were revised or modified to be in accord with the April 14, 1970 design. Approximately 50 of the 69 units of the K - 12 design were prepared by the end of the 1970 seven-week writing session. Thirty-six of these units were thoroughly edited and prepared for utilization in 108 classrooms in the five participating districts during the 1970-1971 school year.

Evaluation

The effect of these materials was evaluated via a design developed in accord with guidelines specified by the Division of Research, Planning and Development of the Ohio State Department of Education. The design called for the administration of an attitude and an achievement test prior to and following the teaching of the first semester units at each grade level, grades 1-12. While the cumulative effects of these units was being evaluated in one set of classrooms, a modest idea of the effect of each unit was being gained through the administration of achievement post-tests following the teaching of individual units in a second set of classrooms. (Although a pre-test post-test design would have been preferred, fundamental and other considerations obviated this possibility.)

Refining the Curriculum Design and Units

After the first semester units were classroom implemented and evaluated, the data were analyzed and utilized in unit revision. The units developed for the second semester were used in many classrooms, however, complete data on the effectiveness of these materials were not collected due to financial restraints and the improbability of immediately utilizing the data for unit revision prior to the legally imposed concluding date of the Project, June 11, 1971. (A three-year project life-span is the maximum allowed under Title III.)

Utilization of the FICSS Curriculum Design and Units by Other School Districts

It is the firm conviction of theProject staff and unit writers that theFICSS curriculum makes a significant contribution toward developing a relevant social studies curriculum in Grades K- 12. Relevancy here refers to the ability of a curriculum to enable pupils to comprehend the front pages of the newspapers, to understand the variety of ethnic and national cultures and aspirations of the peoples of America, and to be able to deal intelligently with the public and personal issues which are germaine to all of these areas.

Consequently, every school system is encouraged to review the products of Project FICSS and, should they find materials in harmony with their view of what is needed in the curriculum, to use these in part or in total, to adopt and/or adapt them as they see fit. This way Project FICSS will truly have served as an exemplory project.

00005

SCOPE OF THE SEVENTH GRADE CURRICULUM

It is human to have preferences and to place more importance upon one thing or idea than another. The presence or direction of this human quality, however, often fails to be detected by the major participants in the daily human drama. Plainly, then, our daily decisions are reflections of our values, our cherished dreams.

What is the result, however, if those values which we have absorbed from our environment happen to be wrong? The Deutschejugend received values which did not fit a non-Hitler world. What about the values of our parents, our friends, our institutions? What if the values they espouse ill-fit the world we would like to build? Obviously, then, we should change our values--if we could.

The first step, then, must be to help people recognize the values they hold. Then they must consider the kind of work they would like to have, and finally they must determine if their values are consistent with their ideal world view.

Awareness of our own values is the first step. Awareness of our values is the purpose of the curriculum developed for the seventh grade segment of the FICSS curriculum design.

Specifically, it is proposed that the units for the seventh grade should be:

7.1 Values of the Family
7.2 Value Formation: The Role of Political Parties
7.3 Values of Labor and Business
7.4 Values of the Church
7.5 Values of Mass Media

By starting with the family, it is believed that the student will best be able to examine values of an institution of which he has first hand knowledge. Subsequently he will be able to apply the insights of this first unit to less immediate institutions studied in the remaining seventh grade studies.

By becoming aware of values, the pupil will be better able to analyze his own positions. In addition, he should become increasingly able to identify various frames of reference whether found in scholarly studies or in real life.

90000

20000

SCOPE OF UNIT 7.1

In many ways this unit is rather unique in comparison to many others traditionally taught or even those included in many other parts of the FICSS curriculum. The content for two of the first sections of this unit is, hopefully, revealed, not only through the utilization of library research skills, but also through questionnaires and inventories much as the sociologists might gather his data.

The methods for developing four kinds of data-gathering devices are described in the student materials. Although inventories which the pupils may use are provided, the teacher may wish to have the class develop their own. In any event, one common set of questions should be used so that the same information is sampled for each of the groups under study by Committees A and B. Their topics are:

Committee A Family Structures, Climates and Values
- Nuclear families
- Extended families
- One-parent families

Committee B Family Social Class and Values

Also included in this unit are studies of two other types of families: Committee C, The Commune; and Committee D, The Kibbutz.

Since it is very difficult to find either of the latter two types of families in this country, the techniques of inquiry must be text-oriented rather than inventory-interview centered.

For each of the types of families, the same three questions should be answered:

1. What is the structure of the family? (Who are its members and what marital or blood ties do they hold to one another?)

2. What roles do various members of the family assume? (What tasks need to be accomplished by all family groups and to whom and by whom are these tasks distributed?)

3. What values do various families hold? Do these values seem to follow a pattern which is related to either family structure, role distribution, or social class?

For the nuclear, extended, and one-parent families, and for middle and lower class families, the above questions may be answerable in large part from the data gathered by the class. (Of course, they may also want to consult some reference materials and resource persons they might know.) For the kibuttz and commune families, questions 1 and 2 can probably be found in the literature. Question 3 may need to be answered tentatively by inference unless materials can be found at the pupils level concerning values arising from these types of social institutions.

As a result of this study pupils should have gained some insight into the functions of the family as a value-instilling agent. Too, they should grasp the element of diversity in values and thus come to question "right" and "wrong" as applied to values. Most importantly they should look toward the consequences of holding and acting upon specific value positions. In this light they may better be able to determine for themselves the utility of their own specific values.

80000

INTRODUCTION

Introduction to a Unit Teaching Strategy Incorporated in FICSS Units

Suggested Teaching Procedures and Introductory Activities

Teaching Procedures

1. These units are based on a depth study strategy approach. It is felt that this method is consistent with the "learn by doing" theories of John Dewey, which have been corroborated by Piaget.

2. The basic steps for this strategy consist of introductory activities conducted by the teacher which excite the interest of the student and cause him to ask questions about the new study. These questions serve as an introduction to the scope of the topic.

3. The students, working in groups or individually, research the questions they have raised and categorized. Each student contributes to the committee work in his own special way and at the same time, develops the ability to work in a group situation.

4. One of the most easily recognized trends in the development of recent thought in social studies education is that which is directed toward providing inquiry experiences for the pupil. In these experiences students would not necessarily be told the meaning of the data they would encounter nor would the data necessarily be presented to them. They would have to search for it and to bring meaning to that which they found. From this description, then, it is seen that the depth study strategy proposed here is in concert with the spirit of inquiry.

5. When the group prepares its presentation for the class, they have many occasions to review and restructure their information. After hearing each of the presentations the teacher leads the class in an overview and helps them gain perspective on the topic. The facts gained are used to develop hypotheses and generalizations. Again the facts and understandings are used to develop the culminating activity. Although each of these activities is somewhat different, they all are forms of review or reuse of acquired information. The student, then, is somewhat involved in no less than three opportunities to recall and use the new data. Each time, of course, the information is called for in a new context.

6. In a depth study approach, the teacher assumes the role of the structurer of learning activities. In addition, the teacher is the most readily available resource person, both for process and content. The class could conceivably ask the teacher to talk to them about a specific topic or to discuss a film or filmstrip. If the teacher has had special experiences which are pertinent to the study, the class may call upon him to show slides or to deliver a special talk.*

---

*Information taken from a monograph by Dr. Melvin Arnoff.

AN OUTLINE OF A
TEACHING STRATEGY INCORPERATED INTO FICSS UNITS

PHASE	PURPOSE
I. Introduction	To motiviate students,
II. Raising of questions	To list students' questions.
III. Categorization of questions by students	To organize ideas. To provide experiences in critical thinking.
IV. Formation of and instructions to committees	To form groups for social or psychological ends. To place responsibility for learning upon the shoulders of students.
A. Tasks	To let students know they are defining, pursuing, and reporting their own study.
B. Roles	To aid students in identifying desired organizational schemes for small groups and to help them define the responsibilities and behaviors of leaders and group members.
C. Methods of Researching Information	To aid students in locating, recording, organizing and presenting information.

00010

PHASE		PURPOSE
V.	Information Retrieval	To allow students the opportunity to answer their own questions, to employ their library skills, to develop critical thinking and logical organization of data.
VI.	Committee Reports	To develop and rehearse the presentation to the class.
VII.	Perspective and Overview	To hear the reports of each committee which has sought to answer the questions of the class.
VIII.	Developing Hypotheses and Generalizations	To integrate the findings of the committee reports, to note trends, likenesses and differences when compared with other examples known by the students.
IX.	Culminating Experiences	To study the information presented to discover some basic principles of the social sciences which may be operant.
		To gain further perspective and to enhance recall.*

00011

MINIMUM ESSENTIAL SOURCE MATERIALS FOR 7-1

	Teacher	Student	Cost
Bettelheim, Bruno, The Children of the Dream. Toronto, Ontario, Collier MacMillan Company, 1969, 6.95	1		6.95
Edmonds, Walter D. The First Hundred Years 1848-1948. ONeida, N.Y. Oneida Ltd, 1948, $6	1		6.00
Hughes, Helen MacGill, ed. Life in Families. Readings in Sociology Series Sociological Resources for the Social Studies, Boston: Allyn and Bacon, 1970, $7	1		7.00
Sebald, Hans. Adolescence A Social Analysis. Appleton Press, 5.50	1		5.50
Accent on Family Finance		10	6.90
Head of Household #2035		10	6.90
Family of Five #2037		10	6.90
Chicago, Illinois, Follett Publishing Company, 1969, .69			
Franklin, John Hope, From Slavery to Freedom. New York, N.Y., Vantage Books, 1967, $4		1	4.00
Mann, Arthur. Immigrants in American Life. Boston, Mass, Houghton Mifflin Company, 1968, 1.50		2	3.00
Monogamy. Graphic Curriculum Inc, P.O/ Box 565 Lenox Hill Station, New York, N.Y., $3		3	9.00
Report of the National Advisory Commission on Civil Disorders. Superintendent of Documents, U.S. Government Printing Office, Washington, D.C, 20402, $2		1	2.00
Spiro, Melford E. Child of the Kibbutz. Cambridge, Mass, Harvard University Press, 1958, $6		5	30.00
			94.15

00042

TABLE OF CONTENTS

Introduction
Scope of the Seventh Grade Curriculum
Scope of the Unit 7.1
Introduction to Teaching Strategy
Essential Source Material (FICSS Kit,
Table of Contents
Objectives. 1
I. Introductory Activities 6
II. Raising Questions 8
III. Categorizing Questions. 9
IV. Instructions to Committees. 10
V. Information Retrieval
Suggested Information Retrieval Activities. 10
Committee A - Family Structures and Climate. . . .12
Committee B - Family Social Class and Values . . .22
Committee C - Communes, Structure, Role, and Values 30
Committee D - The Kibbutz. 33
VI. Suggested Reporting Activities. 36
VII. Overview. 37
VIII. Generalizations 38
IX. Suggested Culminating Activities. 39

000184

OBJECTIVES

Knowledge

The pupil will know that:

1. Almost all the world's population lives in family groups.
2. Among the family groups, structures or forms vary not only from one society to another, but also from one class to another within the same society.
3. The variations among family structures result from many accidental, idiosyncratic, and normative factors.
4. The forms of family life affect family interaction and shape the process of strain and adjustment among relatives.
5. There are several basic types of family structure: nuclear, extended, one-parent, monogomous and polygnous.
6. The nuclear family is composed of a husband and wife and children.
7. Nuclear families sometimes combine to form larger residential kin units.
8. Polygamy is the state or practice of having two husbands, two wives, or two mates at the same time.
9. The family comprised of a mother or a father and children is termed a one-parent family.
10. The absence of one parent can be caused by divorce, separation, desertion, death, or another factor.
11. The functions of the family generally the same regardless of family structures.
12. The way each member of the family seeks or is expected to help the family meet its needs is called that person's role.
13. Families assign roles to those persons in the family who are perceived as able to, or obligated to fill them.
14. The family structure and the ways that roles are assigned within the family have a bearing on the values of the members.
15. Each time a person acts deliberately, he expresses an overt or covert value.
16. It is possible to collect data which reflect the values of people.
17. A body of information used in making estimates, projections, or calculations is dalled data.
18. A large sample of data has a tendency to cluster around the middle of the scale.

00013

Knowledge (Cont.)

19. It is necessary to organize data in order to interpret them.
20. The values of the family can be seen in part through a study of its child-rearing practices.
21. Parents who encourage mastery and achievement will most likely develop children who hold the same values.
22. Dependent or independent child behavior is greatly effected by parental behavior.
23. Children reared in highly-restrictive home enviornments are generally highly aggressive in non-threatening situations.
24. Children reared by inconsistent parents tend to develop much frustration.
25. Children of homes with authoritarian enviornments are likely to be quiet, well-behaved, and generally conforming.
26. Children reared in democratic homes are generally aggressive, active, competitive, and outgoing.
27. In general, those qualities which permeate the home environment and are stressed by the parents are most likely to characterize the behavior of the children at that home.
28. American family customs are characterized by considerable freedom.
29. Most American families are not subsidiary units of extended families or clans.
30. The American family generally gives considerable freedom to its members.
31. In general, middle class families place more value on internal control rather than on external control of behavior.
32. When parental control is weak, the child, especially in his pre-teen years, may fall victim to the whims of irresponsible peer groups.
33. Lower class families have travelled within a limited radius around their homes.
34. Lower class pupils tend to leave school earlier than middle class youth.
35. The subculture of the lower class has positive values and meanings for the people living in it and provides numerous ways in which to meet needs and gain satisfactions.
36. The lower class subculture has its own concept of family centeredness.
37. Delinquency cannot be blamed on one or a few basic causes.
38. Above all delinquency seems to be related to a sense of being very unhappy and discontented in his life circumstances.
39. Among lower class youth, autonomy is highly valued and is supported by an aggressive attitude against authority.
40. Except for gang excursions, much of the lower-class adolescent's life is contained within the lower-class community.
41. Communes may be founded on religious and/or social beliefs.

000014

Knowledge (Cont.)

42. A commune usually purchases from outside only those goods it cannot produce itself.
43. Jobs must be assigned to the members so that all needs of the commune are met.
44. Education of the children is an obligation of the commune, and not of the state.
45. Some communes do not allow members to own private property, and all property is owned by the commune.
46. The total group often has the duties of rearing the children in the commune.
47. The purpose of the kibbutz movement is to create a new way of life in a very old and hostile land.
48. Kibbutzniks have never been more than a tiny minority in Israel.
49. Despite its size, the kibbutz movement has played a critical role in Israel.
50. Kibbutz is a Hebrew word for group.
51. The kibbutzniks regard the kibbutz as the best way to raise children.
52. In the kibbutz, the care of the infants and children is entrusted to child-care workers.
53. These child-care workers are called metapelets, a name derived from the Hebrew, metapel, which means to take care.
54. All kibbutzim share a like way of organizing the life of the child.
55. The kibbutz is neither an extended family nor a folk society, because the children are reared in peer groups of their own.
56. Basic needs of kibbutz children are met not by their parents, but by the kibbutz.
57. The children of the kibbutz sleep in separate houses built just for them, they are fed together, and their clothing comes from the communal supply.
58. Although the role of the kubbutznik parents is abridged, the visitation hours between parents and children are called sacred.
59. In the nuclear family, the closeness of parent-child ties depends largely on what parents do for and with their child, both materially and emotionally.
60. Parents in most kibbutzim receive a food allowance so that they can have treats in their room to offer their children when they visit.

00015

Skills

The pupil will be able to:

1. work with a committee on a common task.
2. complete grid coordinates.
3. collect and interpret data.
4. compare information drawn from a variety of sources.
5. develop value identification instruments to meet the needs of his research.
6. organize a large body of data for effective interpretation.
7. identify his values, those of his parents, and those of his peer group.
8. predict the consequences of holding specific values such as mastery, superiority, etc.
9. identify some of the values inherent in specific writings or recorded conversations.

Attitudes

The pupil will:

1. be objective in his judgments as evidenced by his attempts to obtain the best data on which to base those judgments.
2. believe that every deliberate act expresses a value as evidenced by his use of value-identifying devices.
3. be proud of the quality of his work as evidenced by his efforts to organize and present the material in a thorough, concise manner.
4. believe that even his own values are subject to question as evidenced by his tolerance of expressions of diverse values.
5. believe that cooperative group effort is possible and desirable as evidenced by his willingness to work with his group.

00016

Behavior

The pupil will:

1. involve himself in the use of self-instructional devices.
2. cooperate with his committee and those of others in all phases of the group effort.
3. be courteous in the administration of the value inventories.
4. act maturely when collecting data concerning personal values.
5. increasingly identify value positions which are affecting decision making in his daily life or in his studies.

000127

000018

STRATEGY

1. Introductory Activities

   A. To interest pupils in the study of values as learned via primary groups.

   B. To stimulate pupil initiated questions which will structure the unit study.

LEARNING ACTIVITIES

The teacher may select from among the following activities those which he feels will effectively motivate students to desire learning about values developed through various kinds of family units. The following activities may also serve to suggest other kinds of the approaches which the teacher might be able to originate to accomplish the same ends.

1. ROLE-PLAY #1

   Fussy Fanny always had to have the best clothes. The moment someone in her class had something new Fussy Fanny had to go out and buy something better. Sloppy Sue on the other hand, could care less about clothes. She thinks Fanny is a snob. Sue has an older sister who has fine clothes. One day Sloppy Sue decides to give Fanny a rough time. She asks her sister if she can borrow a real snazzy sweater to wear just for the morning. Her sister finally ask O.K. (A dashiki, gaucho, or other current fad or style item can be substituted for the sweater.)

   Role-play the 'chance' meeting of Fussy Fanny and Sloppy Sue on Monday morning at school. Let one or two other groups of students present the same role-play.

2. ROLE-PLAY #2

   Dennis lives with his mother, father, older sister, and grandmother. Since his mother and father both work, Denny;s grandmother has a lot to say in the house. Denny has decided that he would like to play football. What do you think his family will say?
   (Assign the roles of Dennis, mother, father, grandmother, and sister.)

STRATEGY	LEARNING ACTIVITIES
1. Introductory Activities (Cont.)	3. WHAT'S A FAMILY? Using cutouts from magazines (or original art if you are talented or have a telented friend, or student) develop a college nuclear, extended, fractional, commune, and kibbutz family. Be sure the class identifies each type of family group. In lettering of another color, print the word <u>values</u> and arch this over the collages.

00019

STRATEGY	LEARNING ACTIVITIES
II. Raising Questions A. To utilize the introductory activities to generate pupil-initiated questions which will structure the unit study.	Following the introductory activities the teacher may ask questions which will lead the students to know the topic under study and to phrase their own questions which they would like to have answered as a result of their study. 1. What do these two role-plays have in common? (Family) 2. How are the two problems similar? (Both relate to values.) 3. What are values? What questions do you have about families and values? (In order to generate questions, the teacher may wish to break the class into small buzz groups of four or five pupils. Each buzz group can generate its questions and later report them to the group. It might also be helpful to have at least one or two groups totally male or totally female.) While the class should generate its own questions, the following are suggested as typical of ones which might be developed: 1. How does family structure affect values? 2. Does family income affect values? 3. Is a kibbutz family really different? A commune family? How?

02000

STRATEGY	LEARNING ACTIVITIES
III. Categorizing Questions	In order to develop an adequate guideline for the conduct of this study, the class will need to raise from 40 to 60 questions. After this phase, the questions will need to be grouped into various categories so that they form cohesive segments which can be researched by committees of students. The questions raised by the class should be categorized so that they are more manageable as study topics. The pupils, ideally, should determine the categories and place the questions. If this plan is followed, it is seen that many classification schemes are possible. The particular scheme determined by the class need only be logical. So that the information can be presented in these pages the following scheme has been selected: The teacher may wish to suggest these rather than have the pupils generate their own categories. Committee A --Family Structure, Climates, and Values Nuclear FMmilies Extended Families One-parent Families Committee B--Family Social Class and Values Committee C--Commune Families, Structure, Roles, and Values Committee D--Kibbutz Families, Structure, Roles, and Values Since the work to be accomplished by Committee A is so great, the class and the teacher may wish to divide this committee into two or three groups, thus forming five or six committees in the classroom. If Committee A is kept as on group, it is suggested that it be larger than the other groups. The content and inventories for each of the committees have been printed on different colored paper, color-coded as follows: Committee A--Pink Committee B--Blue Committee C--Yellow Committee D--Green

00021

222000

STRATEGY	LEARNING ACTIVITIES	CONTENT
IV. Formation of and Instructions to Committees 1. To identify the necessary tasks of the committees.	The students may wish to work in groups to pursue those topics which most interest them. The content might also be revealed through a more traditional approach, but the FICSS unit writers believe it of great importance that pupils learn the skills and the problems associated with cooperative efforts. Thus they recommend the committee as the agent for seeking factual information. The committee organization also allows for individual excellence, especially as it is perceived as effecting group goals. Activities Discuss and decide on something like this: Class discussion concerning: 1. The tasks of a committee 2. The roles of committee persons 3. The sources of information	A. Tasks of Committees 1. Organize committee a. Random selection by teacher or students. b. Ranking by students of choices on slips of paper. c. Using sociograms to achieve balance within a committee (may be homogeneously or heterogeneously based). 2. Utilize class questions as starting point for planning committee work. 3. Add new questions suggested by committee members. 4. Assign research, find information, coordinate information, develop and present.

STRATEGY	CONTENT	MATERIALS
2. To determine desired roles in committee operation.	B. Roles in a committee 1. Leader a. To help make everyone become a part of the group b. To let everyone have his turn at the "good" jobs c. To solicit ideas from all members of the group d. To permit the group to decide which ideas are best e. To keep the group moving to get its job finished in the best way it can f. To help your group decide what its job is 2. Group Member a. To help the leader carry out plans b. To complete the work assigned to him c. To work without disturbing other group members d. To ask other members for their ideas e. To select only those ideas which help the group do its best work f. To make other members of the group feel welcome	

00023

STRATEGY	LEARNING ACTIVITIES	CONTENT	MATERIALS
3. To determine desired roles in committee operation.		3. Secretary a. Record group decision b. Verify motions and decisions c. Aid committee in coordinating research	
4. To identify sources for obtaining necessary information.		C. Finding Information (See Section I) 1. Textbooks and books a. Use of index b. Use of glossary, appendix, map lists, illustrations 2. Encyclopedias a. Use of key works; letters on volume, index, class reference 3. World Almanac 4. Pamphlets 5. Pictures 6. Filmstrips 7. Charts, cartoons, posters, graphs 8. Records 9. Community Discussion possibilities for presentation: 1. Reports 2. Panel and round table discussions 3. Visual aids 4. Audio aids.	

52000

STRATEGY	LEARNING ACTIVITIES
V. Information Retrieval All Committees	SUGGESTED INFORMATION RETRIEVAL ACTIVITIES

1. Use the transparencies in the FICSS kit to learn the structure of the various types of families.
2. Speak to social workers, or visiting teachers, to learn about the values they have found in the various family structures.
3. Use the supplied inventories or develop original ones which would sample the values of different types of families concerning education, life styles, or leisure activities.
4. Sample the values of twenty nuclear, extended, and one-parent families. Compare the data to determine if values differ by family structure.
5. Read books and periodicals to determine how the commune family differs from the nuclear, one-parent, and extended families.
6. From your reading and study, have the members of the committee studying commune life respond to the inventories as they think people would respond.
7. Read about New Harmony, Robert Owen, and the Oneida Community and other early attempts at communal living.
8. Speak with persons who have visited a kibbutz.
9. Prepare a report on the development of the kibbutzim of Israel.
10. Write a play which portrays the decision of a family to move to a kibbutz.
11. Draw scenes of life in a kibbutz.
12. Do research to learn how the economic life of the kibbutz is managed. Include the provisions made for the elderly, ill, non-workers, children, etc.

STRATEGY	SUGGESTED INFORMATION RETRIEVAL ACTIVITIES (CONT.)
V. Information Retrieval	13. Interview people who have visited or spent time in a commune.
	14. Identify a commune, solicit adult support or earn money to pay for a planned interview by telephone. Be sure to set up the interview by letter stating the questions and the time for the interview.

92000

STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee A Family Structures and Climate.	The family is the only social institution other than religion which is formally developed in all societies.	Goode, Wm. The Family, Prentice-Hall, 1964, p. 4.
	Man's family patterns are determined in part by the peculiar task imposed on them: The family is the only social institution charged with transforming a biological organism into a human being.	
	Almost all the world's population lives in family groups, but structures or forms vary not only from one society to another but also from one class to another within the same society.	
	These variations result from many accidental, idiosyncratic, and normative factors.	
	In the U. S., about 11 percent of all households are one person units, while about one percent contain 10 or more persons.	U.S. Census of Population, Families, 1960, Washington, 1963, p. 21.
	Both of these extremes are viewed as permissable in the American society, but neither represents the ideal which is a married couple alone, or a married couple with children. On the average, the American family of today is composed of a husband, wife, and approximately three children.	
	The various possible organizational patterns of households have a number of implications for family interaction.	
	They help to determine, for example, the chances of more or less intimate social relations among members of the kinship group.	Goode, pp. 44-45.

22000

STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee A Family Structures and Climate (Cont.)	These structural patterns shape in part the processes of strain and adjustment among relatives. Various roles relations may have to be spelled out in detail, if the household includes certain relatives. Murdock distinguishes three types of families: 1) nuclear--composed of husband, wife and children. Nuclear families sometimes combine, "like atoms in a molecule", to form larger residential kin groups: 2) polygynous--composed of one husband, two or more co-wives, and the children. The other theoretical possibility - a polyandrous family with one wife and two or more co-husbands is extremely rare. 3) extended families - a merger of several nuclear families. The family comprised of one parent and the children is termed a modified nuclear, one-parent, or fractional family. The absence of one parent is caused by divorce, separation, desertion, death, or another factor. When studying the national census, two classes of families are evident: 1) the primary family comprised of the head of the household and all other persons in that household who are related by blood, or legal adoption, to each other and to the head. 2) the secondary family, comprised of all those related to each other, but not to the primary family. After a study of child-rearing practices in the United States, several observations can be made.	George P. Murdock, Social Structure, Macmillan, 1969, pp. 273-286.

82000

STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee A Family Structures and Climate (Cont.)		

62000

Dependence - Independence

Over-protection, the behavior in which the child is shielded from even reasonable stress by his doting parent, leads almost inevitably to a sense of dependency by the child. Dependency is also caused by parents who are inconsistent.

Achievement - Mastery

Parents who encourage mastery and achievement will most likely develop children who hold these values. Upon seeing a picture of a boy playing a violin, a child whose parent has encouraged mastery and achievement is more likely to say "He is practicing the violin, so that he can play in the symphony or school orchestra." A child whose parents have been unconcerned about achievement and mastery is more prone to say "He doesn't like to practice, and he would rather be outside playing."

Permissive

The permissive parent is one who allows the child to do almost anything he chooses. Some permissive parents make feeble attempts to control the behavior or their children, but to no avail.

Consequences:
The permissively reared child can generally be expected to be selfish, concerned with satisfying his own needs. It is probable too, that he will be lacking in discipline. If the child's aggressive behaviors are also treated in a permissive manner, he will develop increased aggression. On the other hand, if there are few instances of aggressive behavior in the family situation, the child will have little to model his behavior after.

STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee A Family Structures and Climate (Cont.)		

00030

Restrictive parents

Highly restrictive parents generally produce children who are highly aggressive in non-threatening situations. In general, however, children reared in such homes learn to inhibit their aggressive tendencies and generalize such behavior.

Moderately restrictive parents

The greatest degree of aggressive response comes from children of moderately restrictive parents. It is taught in the family that some aggression is approved.

Inconsistent parents

Children reared by inconsistent parents do not know where they stand. At one time a behavior is discouraged while at another it is permitted. These children develop and exhibit a high level of frustration.

Authoritanian homes.

Children of this environment are likely to be quite, well-behaved, cooperative, socially unaggressive, and generally conforming.

Democratic homes

Children reared in such homes are generally highly aggresive, active, competitive, and outgoing. They are also strong in leadership, planning and cruelty. They are more likely to be curious, disobedient, nonconforming, original and intelligent, and peer-centered, more considerate of others, more sensitive to praise or blame, and less quarrelsome.

STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee A Family Structures and Climate (Cont.)	in general, those qualities which permeate the home environment and are stressed by the parents are most likely to characterize the behavior of the children at that home. American family customs viewed in cross-cultural perspective, are characterized by considerable freedom. The American family is unusually egalitarian: the power of father over mother and grown children is relatively weak. Moreover, most of our nuclear families are "free" in the sense that they are fairly autonomous; they are not subsidiary units of extended families or clans.	Neil J. Smelser, Sociology Wiley, 1967, pp. 535-544

00031

STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee A Family Structures and Climate (Cont.)	Structure of Nuclear Family Father, mother, children (latter optional). Most often found in industrialized societies. Roles: Father - usually the breadwinner performs heavier household chores some child-rearing duties, depending on social class, self-perception, etc. Mother - usually the housekeeper bears most of the child-rearing responsibilities buys food and clothing for the family prepares meals bears much responsibility for budgeting expenses or making "do" with the available income. Children - may bear little or considerable responsibility. This will vary for many reasons including social class and religious group normative values plus personal values. The rural or urban setting also would considerably affect the roles of children. In an urban setting, however, the children often: take our garbage help wash the car cut the grass shovel snow help their parents with their tasks take care of own room and clothing seek and secure an education Structure of Extended Family Father, mother, one or more grandparents or uncles or aunts, and children. (Latter are optional)	

00032

STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee A Family Structures and Climate (Cont.)	Most often found in semi-industrialized societies or at lower economic levels. Roles Father: use same as nuclear Mother: use same as nuclear Structure of One-Parent Families Father - If present will perform the functions of the father in a nuclear family. He may also assume the tasks of shopping, cooking, etc., unless he is able to bring in a female relative or a hired housekeeper to perform these functions. Mother: If present will perform the same functions as a mother in a nuclear family. The family income may be provided by a state agency, or the mother may work. Child-rearing may be neglected if the mother needs to work and cannot find or afford a relative, neighbor, or housekeeper to "baby-sit". Children: The role of the child in a one-parent home depends much on whether the mother works, if the father is present, or if there is other adult supervision. The functions performed by children in the nuclear family remain to be done. Who does then, relates to values and ability of the one-parent to see that they are carried out. Values: Much is related to the age of the child when the nuclear family became a one-parent family and under what conditions. The effect of this change will vary for boys and girls and is also dependent upon the sex of the one-parent family head. In many lower class situations the one-parent family is an accepted pattern. If the mother (or father) has little	

000033

STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee A Family Strucutre and Climate (Cont.)	time for the supervision of the children. Their values will be fostered by their peer group. They are thus, likely to be less socially acceptable to middle class or older persons. They may also be more highly anti-social. Attitudes toward education may tend to be negative if the norm of the local social scene is peer control.	

00034

STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee B Family Social Class and Values.	Social Class This larger society is far from being the open class society that we have formerly pronounced it to be. There is evidence of economic concentration of the increased power of an economic elite, of the military, and of a political elite. To be realistic, we must admit that American society is far from being at a satisfactory stage of development as long as one quarter of our population continues to live at or near the subsistence level. The ultimate reality of stratification is in its effects on behavior. Stratification will alter or modify what individuals do or believe. The ascribing of values to various groups varying as to race, religion, or social class is done so most tenuonusly. The studies from which the data of this unit were abstracted are in many cases, five, ten or more years old. Much has happened in the U.S. during these years which could have substantially modified what before had come to be the normative values of a particular group. Thus, the followwing data are presented more in the nature of hypotheses than unalterable facts. These are the data which, through class investigation, should be substantiated, denied, or neither accepted or rejected until further evidence becomes available. I. Control In general, middle class families, in contrast to working class families, place more value on internal control rather than external control of behavior. Therefore, it is not authority which makes you behave, it is your desire to do so, your concern for others.	Smelser, p. 253.

00035

STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee B Family Social Class and Values (Cont.)	II. Family vs peer control When parental control is weak, the child, especially in his pre-teen years may fall victim to the whims of irresponsible peer groups who encourage anti-social behavior such as brawling and theft. The values of the peer group, in this case, may override family values which were either not transmitted or ineffectively espoused. Delinquents most often come from broken homes and economically substandard homes. The frequency of delinquency among immigrant families is about twice that of thers. Ethnically segregated, deteriorating neighborhoods produce more than their share of delinquent behaving children. The gang often is a stronger institution than the family. III. Class differences A. Middle class families usually strive for respectability. 1. They are 'joiners', workers for community welfare, leaders in well-established religious groups. Wealth and education serve as agents of mobility. They discourage their children from forming friendships 'below their class'. 2. Parents are devoted to their children and are very concerned with school achievement and their cultural education. They insist upon high standards of cleanliness, neatness, punctuality, dependability, and responsibility. They stress good English, good grooming, etiquette and manners. They teach their children to settle their differences without fighting. They encourage their children to defer present pleasures for future rewards, to value education, and to respect authority and the law. They tend to have democratic family structures	Grade Graham, To Public Schools in the American Community, New York: Harper & Row, 1963.

00036

STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee B Family Social Class and Values (Cont.)	3. White-collar ideologies (carried through the family) politically conservative and are usually republican more than democratic. (The opposite is generally true of the blue-collar workers.) B. Working class (Lower middle and upper lower class) 1. Families and individuals are more used to working with things than people. More frequently, they use non-standard English. There is a free comeradery and exchange of aid and comfort among the lower class that is lacking in the middle. When they have money, they tend to spend it freedly (if not wisely). Many of this class have no church affiliations. 2. Although children have less continuous supervision and may roam the streets more at will than in the middle class, working class children are expected to obey their parents at home. (318). Physical punishment of the young is not uncommon. 3. Lower class families despise the middle class virtues of ambition, responsibility, hard work...They have little faith in hard work as leading to "success". Family issues frequent divorce, desertion, separation and common-law marriage. Sexual relations are direct and uninhibited, promiscuity and prostitution are common. Children are encouraged to fight for their rights, to curse, to speak obscenely. They are whipped: they learn to be bitter, resentful, hostile, distrustful of adults and of authority, sullen, and unapproachable. In part for these reasons, the lower class youth often joins a gang whose morals are in conflict with those held by the middle class. 4. Lower class have travelled within a limited radius around their homes. Turning to neighbors and friends for advice while Uppers seldom do. (Same with aid.)	

00037

STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee B Family Social Class and Values (Cont.)	C. Exceptions to lower class value patterns 1. The patterns of behavior and value-systems of the lower classes do not apply to the Jews, Japanese, Czechs, Scots, Armenians, Parsees, and Jains in this country even though they may hold low-income, manual jobs and live among the lower classes. Jews,Scots, and Japanese-Americans stress early independence in their training of children. 2. Aspects of the value-system of Japan are significantly compatible with the American middle-class culture, especially in regard to attitudes toward education and authority. 3. All of these groups frown on extramarital sex relations. They emphasize the importance of education and motivate their children to do well in school. IV. Value of education. Lower class pupils tend to leave school earlier than middle class youth: value taught in home? Post high school education is associated with middle class youths. A. The degree to which the pupil participates in extracurricular activities is also a function of the social class. B. "The lower the school social class, the smaller the percentage of parents reported to attend school events, to initiate talks with teachers, or to give their children adequate supervision. Teachers believe that the attitudes of parents match their behavior, for the lower the school, the smaller the percentage of parents said to be interested in the school work of their children." C. "In schools of lower SES, 43% of the pupils are reported to be one or more years retarded in this skill (reading), as compared to 10% in schools of highest SES. Similar, if less striking, differences in other measures of academic achievement appeared in the reports of staff in schools of different SES levels.	

000038

STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee B Family Social Class and Values (Cont.)	Further, according to both principals and teachers, the lower the School SES, the greater the percentages of pupils who are uninterested in academic achievement and who present discipline problems. Given such differences in school motivation and success, the very different prognoses of elementary staffs at the various SES levels as to the future school careers of their pupils are understandable. In schools of lowest SES, 7% are expected to go to college and 44% to drop out. In schools of highest SES, 64% are expected to go to college and 7% to drop out." V. Class theories of juvenile delinquency A. The subculture of the lower class is often misjudged as being a deviation or decline of the middle-class values, goals and customs. On the contrary, lower-class subculture has positive values and meanings for the people living in it and provides numerous ways in which to meet needs and gain satisfactions. It must be judged in terms of these meanings and not as a degenerate type of middle-class subculture. B. Lower-class values (descriptions) often seem to be a contradiction of middle-class values, although lower-class people express scorn for the niceties of the middle class, their subculture is not a contradiction of the middle-class subculture; it has developed out of the necessities of their living conditions. Well-developed and coordinated values such as those listed below indicate a stabilized lower-class community has maintained its residence for sometime in one area. 1. Supplying immediate physical needs is a positive value. Lower-class individuals are frequently haunted by fears of hunger and cold; money is spent as it is acquired. When there is <u>extra money</u> there is a tendency to over-eat or to buy unnecessary clothing or even luxuries. Lower-class groups have	

00039

STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee B Family Social Class and Values (Cont.)	their own ideas of what constitutes a decent standard of living and they try to meet this standard. Extra money may be spent on showy articles, a fine automobile, or an expensive T.V. set. Permanent economic security through savings and investments is not a lower-class value. 2. The lower-class subculture has its own concept of family-centeredness. The stable family unit often is the mother and children (and, in time, grandchildren.) Men assume only limited responsibility for the support of the family and for remaining steadily with the family. Serial marriage is accepted. Miller's referring primarily to the lower-class Negro family, speaks of the female-based household. Women accepted the task of holding the family together and caring for the children. 3. Toughness and the ability to look after oneself early in life are positive values. Child care does not throw a protective shield of supervision around the child, who early begins to share in the life of the street and to remain away from home late into the evening. The girl must be strong and agile to be able to protect herself against unwelcome aggressions from boys and men. The following statement is illustrative: "Maureen was a strong, tough girl. If a boy used filthy language, and the boys liked to use obscenity before the girls, Maureen told him off in the same words. She knew them all. If a boy got rough with her, she knew where to hit him so it would hurt most". The lower-class boy or girl does not necessarily wait until someone else strikes the first blow to begin a fight (a part of the middle-class credo). He	

000040

STRATEGY	CONTENT	MATERIAL
V. Information Retrieval Committee B Family Social Class and Values (Cont.)	anticipates trouble, or he starts trouble. The boy, as a man, will do hard physical labor and must be able to compete on a physical level. 4. Lower-class boys and girls leave school early, find whatever jobs they can, and marry early. They assert their masculinity and feminity early in life. For the boy, this often means early sex relations carried out as a group enterprise. For the girl, the pattern varies. In some lower-class groups the respectable girl is expected to remain a virgin; in others she may flirt and rather casually enter into sex relations, but not as a prostitute. She flaunts her feminity through tight clothing and an exhibitionist manner of walking. The casual nature of sex relations among many lower class boys and girls shocks middle-class adults. Lower-class people in turn are rather scornful of the subterfuges of middle-class youth--heavy petting or clandestine sex relations contrary to the middle class code. 5. Autonomy is highly valued and is supported by an aggressive attitude against authority. Among children and youth, the chief targets of authority are fathers, teachers, and school administrators, social workers, and the police. Boys especially fight back at these adults. On the other hand, when life becomes too precarious for youth, they sometimes seek refuge under authority: they ask to remain in the detention home or in jail, of the recidivate soon after a period of confinement in a way that suggests that they are counting on discovery and arrest.	

00041

STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee B Family Social Class and Values (Cont.)	6. In methods of attaining objectives, high values are placed on the ability to "outsmart" others Hard work or academic success are less valued than cleverness and dupery as roads to success. The "smart", shrewd person is admired; the gullible person or one who works for his money has lower status.	
	7. Leisure time, presumably filled with constructive activities in the middle class, is the time for excitement, dangerous pursuits, and invited trouble in the lower class. A study of New Haven showed that lower-class youth move in crowds to the downtown area, amusement parks, roller skating rinks, or beaches, or go on exploring expeditions to communities other than their own. They may be questioned by the police, arrested, or sent home. Older boys haunt the public amusement parks, looking for pick-ups or dates, and an opportunity to pet. Except for gang excurstions, much of the lower-class adolescent's life is contained within the lower-class community. In cities where the lower class is made up of a number of different ethnic or racial groups, much of the veryday life is encompassed by the ethnic or racial groups' geographic neighborhood, forays outside being made chiefly by men going to work and gangs of youth searching for excitement.	
	8. Lower-class communities formed of newcomers to a city often are without social structure, even when the people are of the same background. In time, civic organizations, clubs, and business houses are established and give some institutional control to the community. In some communities, certain of these indigenous institutions may be illegal; nevertheless, they tend to control behavior.	Caven, Ruth Juvenile Delinquency p. 79-80

000042

STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee C Communes, Structure, Role, and Values	Many commune members have strong anti-war beliefs, and have been prosecuted during wars for not participating. Because few outside the communes can understand their value system, often there is great dislike and outright intolerance for them in their area of the country. Many communes change the traditional family structure in such a way that people outside believe it is sinful. Knowing much about the other members of the commune is a generally accepted value. Many hold group sessions to discuss personal problems, or weaknesses. Many, by no means all, believe that money is evil. They operate without exchange of money between members. One person handles all cash for the whole unit, and buys only what cannot be produced from within the unit. But others, such as Synanon, engage in commercial business in the public sector. The range of religious beliefs is also wide. Some develop a whole life style around religion, while others reject religion as dogma. The unstructured commune tends to be least selective in who it admits and exercises the least resistance to those who choose to leave. The dress of members is usually very controlled. The highly organized often have a very plain costume and allow no variation or influence from outside. The distinction between groups is so clear, that one who has polka-dots too large, is classified as dressing funny. At the other end of the spectrum, if there is too little variation in dress, hippies call each other "straight" and make the person want to look different.	

000043

STRATEGY	CONTENT	MATERIALS
V. Information Retrieval	I. Family Structure A. One predominant characteristic of communal families in the U. S. is that one man has almost complete authority. The size can vary from only a very few people to the 130-member units, such as the Hutterites. B. Child-rearing has been in many cases a group responsibility rather than that of the biological parents alone. The family structures are also wide and varied. Many are married people, who continue to be married in the usual sense of the word. Others do not use the usual construction of marriage, and are in some ways married to the group. II. Roles Within Communes A. Because most communes wish to reduce dependency on those outside the commune, there are many jobs that have to be done. In highly organized communes, the roles are very definite, and tasks are assigned to people. Communes that have not made distinct assignments of jobs have generally not succeeded. B. To probide the necessities and some luxuries of life, planning, leadership, and work within the commune must be done. In the long existing communes in the U. S., the education and rearing of children has been a chief effort. The hippie communes of today have also set up schools for their young, but not with the discipline of the longer lasting systems. III. Values A. The values of the people within ghe commune are the very reason they are together. Many find the values of property rights, and enterprise objectionable. Some are then founded on philosophical bases. Others have no greater philosophical background than plain refection of our total society.	

00044

STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee C Communes, Structure, Role, and Values	IV. History A. To call the "Commune style of family living" new would be entirely incorrect. B. In 1848, on the banks of the Oneida Creek in New Youk, a communal village was founded. Many of the "concepts of child-rearing and family function which are found today in the communes or kibbuttz in Israel were to be found in New York in 1848. C. Dating back even further is the Amana Society of Iowa. This group of German immigrants can be traced back to 1714. They actually came into the area around Iowa City, Iowa in the year 1854. D. Even another commune can be found in the institution called Brook Farm. This was an institution of education and agriculture near West Roxbury, Massachusetts. It was established in k841, but only survived until 1847. Its Board of Directors included such men as Ralph Waldo Emerson and Orestes A. Brownson. Again, the education of the members of the community was placed in the hands of the directors of the commune. E. Communes in variant forms can be traced from the very earliest primitive times of man, through the middle ages, utopian socialists, Soviet Communes, Mexican communes, Chinese communes, and finally the kibbuttz of Israel.	

00045

STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee D The Kibbutz	I. The History of the Kibbutz A. From its very inception, the purpose of the kibbutz movement, for both sexes was first and foremost to create a new way of life in a very old and hostile land. B. Today, apart from the still pervasive problem of making fast their new statehood, there is still the war for social ideals to be waged. Such ideals are especially hard to preserve when the surrounding population is by now so largely concerned with acquiring the more convenient life that goes with a higher standard of living. C. Kibbutzniks have never been more than a tiny minority in Israel. (4% of total Israel's population) Nevertheless, they have played a critical role there, both as idea and reality, out of all proportion to their numbers. D. Kibbutz is the Hebrew word for group; it has no other meaning. The kibbutzniks regard the kibbutz as the best way to raise children; they make great personal, and economic sacrifices to maintain such a system. They have claimed that from ecomonic necessity, nearly all the women had to work in the fields and hence could not stay home to take care of their children. II. Child Rearing A. In the kibbutz, the care of the infants and children is entrusted to childcare workers. Since the particular functions of these child-care workers, as distinguished from those of the teachers, are not to be found in our society, we have no suitable name for them. Hence, Bettelheim called them by their Hebrew name, metapelet, which is a derivation of the Hebrew metapel which means "to take care." B. The extent of the responsibility of the metapelet differs	Bruno Bettelheim, The Children of the Dream Macmillan, 1969 Betterheim, p. 6

000436

V. Information Retrieval

Committee D.

The Kibbutz

among and within the kibbutz movements,.but despite the differences among them, in regard to politics and some economic and other arrangements, the attitudes of kibbutzniks are most similar.

Most important of these similarities include:

1. All kibbutzim share a like way of organizing the life of the child--irrespective of whether or not he sleeps with his parents or how many hours he spends with them, or where.

2. The kibbutz is neither an extended family nor a folk society, because the child ot the kibbutz has been reared in a peer group of his own, sheltered, so to speak, from the parental generation. This primary emphasis on the peer group in the socialization of the kibbutz-reared child, beginning in the earliest weeks of life, functioned as the most effective way to break the psychic link between the generations.

C. To some, it seems that the kibbutz way of raising children was affected by the kibbutz founders' distrust of themselves to raise their own children in such a way as to become carriers of a new society. They felt that family itself had to be banished, in order to rear the "new Jew." Thus the realization of their larger dream depended upon this new and uniquely reared generation.

D. To kibbutz children, basic needs are not met by their parents, but by the kibbutz. To them, in an emotional sense, the kibbutz as a whole, stands for the providing, controlling and educating parents. Although the role of the parent is abridged in these functions, the visitation hours between parents and children are called "sacred."

E. The children of the kibbutz sleep in separate houses built just for them, they are fed together, and their clothing

00047

V. Information Retrieval

Committee D

The Kibbutz

comes from the Communal Supply. During the first tew months of the infant's life, mothers usually nurse their children. After weaning, most of the infant's stimulation comes from the metapelet, since their mothers spend at most only a few hours daily with them and none at night, and these few hours are broken by absences.

F. In the nuclear family, the closeness of parent-child ties depends largely on what parents do for and with their child, both materially and emotionally. That the direct emotional giving of parents to children is important for the relation between them is recognized in kibbutz theory and practice. But there is great ambivalence about material giving. While all basic material giving is to come from the kibbutz, parents in most kibbutzim receive a food allowance so that they can have treats in their room to offer their children when they visit. In quite a few kibbutzim, children and adults may also receive small presents from persons outside the kibbutz. But there is widespread dissension about this, both because it reduced equality, and because it injects economic considerations into human relations where they are not supposed to exist.

III. Leisure Time

----The leisure time of the parents and the children is arranged by the kibbutz directors. This time is used in the parents associating with the children in provided "free time" from the work of the commune. In some cases, the children do not sleep in the same house as the parents and therefore, the leisure time is spent before bedtime when the parents would walk the children to their house and see to them being put to bed.

IV. Economic Life

A. Both the father and the mother are responsible for the economic survival of the commune. Each have a definite job or

000048

STRATEGY	CONTENT	MATERIALS
V. Information Retrieval Committee D The Kibbutz	function within the commune and are, therefore, mutually responsible for the success of the total operation. B. The decisions of how the kibbutz should interact with the outside in the financial sense is one of the things handled by the directors. All of the people in the commune have a voice in the operation of the society. It is a democracy.	

00049

VI. Reporting Activities

Suggested Reporting Activities

1. Report to the class on an interview of social workers avout the values they have found in the various family types.

2. Using graphs and diagrams, report the findings of the inventory assessments.

3. Explain how the structure of the commune differs from that of extended, nuclear, and one-parent families.

4. Report to the class on New Harmony, Robert Owen, and the Oneida Community and other early attempts at communal living.

5. Present a report on the development of the kibbutzim of Israel.

6. Present a play which protrays the decision of a family to move to a kibbutz.

7. Through role playing, show some occurrences of life in a kibbutz.

00050

VII. Overview

Overview

At this juncture, the students will have raised questions concerning the unit, researched answers to these questions and will have reported their findings to the class. It is now desirable that the class look at the original list of questions generated during the second step, Raising Questions, to determine if all their questions have been answered, and formulating new questions they would like to answer individually as a result of this unit study.

With the detailed questions answered, the class is now ready to face the broader synthesizing questions which should be posed by the teacher and/or the class.

Some of these questions might be:

1.) Are values the same?

2.) How are values formed?

3.) Do different family structures cause different values to be formed?

000051

VIII. Generalizations

To utilize the facts of the unit to infer some general principles of human behavior.

GENERALIZATIONS

As a result of having studied the elements of this unit, the pupils should be able to arrive at their own derived versions of some of the following generalizations. In so doing they may even arrive at some incorrect ingerences. Should this be the case, then their proposed generalizations should be tested with life situations to determine if they are sonsistent. If they prove false, then the class can modify the generalization and arrive at a more usable statement.

1. Parents who encourage mastery and achievement will most likely develop children who hold the same values.

2. Children reared in highly restrictive home environments are generally highly aggressive in non-threatening situations.

3. Children reared by inconsistent parents often tend to become confused concerning values and divelop much frustration.

4. Children of homes with authoritarian environments are likely to be quiet, well-behaved, and generally conforming.

5. Children of democratic homes are generally aggressive, active, competitive, and outgoing.

6. Where parental control is weak, youth is more likely to be controlled by the values of his peer group.

7. The adoption of values which differ from one's parents or friends will usually be discouraged mildly or vigorously depending upon how threatening it is to the other person's value system.

The class and teacher can propose and develop many other generalizations or principles which begin to explain or interpret elements of human behavior as it relates to values.

00052

STRATEGY	LEARNING ACTIVITIES
IX. Culminating Activities	1. Present a play which shows the role assignment in families with different structures. 2. Exhibit the charts and diagrams which summarize the data collected in the value inventories. 3. Report to the class on the findings of the value inventory. 4. Present oral reports on the kibbutz and commune. 5. Through role playing, show the differences in child-rearing practices in the nuclear and extended families. 6. Using the FICSS transparencies, present a summary of the findings of the unit at a PTA meeting.

00053